DOCUMENT RESUME

ED 154 947 RC 010 455

TITLE Summary Report of the Task Force on the Educational Needs of Native Peoples of Ontario.
PUB DATE 30 Jun 76
NOTE 53p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Adult Education; American Indians; Ancillary Services; *Canada Natives; Community Control; Counselor Training; Cultural Context; Cultural Education; Curriculum Development; *Educational Change; *Educational Improvement; *Educational Needs; Foreign Countries; Health Services; Physical Education; *Program Improvement; Resource Centers; Student Financial Aid; Teacher Education
IDENTIFIERS Canada; Task Force on Educational Needs of Native Peoples

ABSTRACT

Due to the voluminous nature of the report of the Task Force on the Educational Needs of Native Peoples, this summary of its recommendations has been prepared. The recommendations pertain to the teaching staff and teacher training; counselling staff and counsellor training programmes; curriculum; Indian control of Indian education; financial assistance to treaty Indian students, Metis, and non-status Indian students; adult education, retraining, and upgrading programmes; culturally-oriented programmes and resource centres; student boarding homes; busing; recreation and physical education; and supportive services to Native people--day care, health services, drug and alcohol abuse programmes, and courtworker and correctional services. Recommendations which did not fit in these areas are also included. Among the recommendations are that: teachers of Indian children receive courses in Native culture, history, and philosophy taught by Native people; incentives be provided to encourage highly-qualified teachers to practise in Native communities; Native counsellor training programmes provide immersion courses in Native culture and history, together with sound counselling techniques; material relevant to the Native students' background be incorporated in reading texts; Native resource people be hired to revise Native language dictionaries and textbooks; treaty Indian commuting students receive financial assistance equivalent to that provided boarding students; Native students design their own recreation programmes. (NQ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154947

SUMMARY REPORT

OF

THE TASK FORCE ON THE EDUCATIONAL

NEEDS OF NATIVE PEOPLES

OF ONTARIO

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Anthony Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RC010455

SUMMARY REPORT

OF

THE TASK FORCE ON THE EDUCATIONAL NEEDS OF NATIVE PEOPLES OF ONTARIO

June 30, 1976

Toronto, Ontario

CHIEF (of Lac Seule) *"If you give what I ask, the time may come when I will ask you to lend me one of your daughters and one of your sons to live with us; and in return I will lend you one of my daughters and one of my sons for you to teach what is good, and after they have learned, to teach us. If you grant us what I ask, although I do not know you, I will shake hands with you. This is all I have to say."*

Treaty Number Three
North-West Angle

GOVERNOR *"You will remember the promises which I have already made; I said you would get seed; you need not concern yourselves so much about what your grand-children are going to eat; your children will be taught, and then they will be as well able to take care of themselves as the whites around them."*

Treaty Number Six
Forts Carleton and Pitt

Abstract

On June 30, 1976, the Task Force on the Educational Needs of Native Peoples presented its Report to the Minister of Colleges and Universities, the Minister of Culture and Recreation, and the Minister of Education. The report was also presented to the Minister of the Department of Indian and Northern Affairs.

The report consists of the observations of the Task Force on the Educational Needs of Native People and the recommendations and briefs of the persons who addressed the Task Force. The report also includes the minutes of all the meetings and the verbatim transcripts of the proceedings.

It was the intention of the Task Force to ensure that all the facts were made available to the government agencies to which the report and recommendations were addressed.

The Task Force on the Educational Needs of Native Peoples concluded that:

1) There are three basic objectives.

   a) The education of Native peoples should reinforce their culture and their identity (as they define them) rather than destroying them.

   b) The education system should give Native people the option of living a native life-style, or of competing on equal terms in the general job market, or both.

   c) The education system should be of use to native society in general, not just to formally enrolled students; this by means of adult education programs and so forth.

2) Certain concerns are common to all Native peoples of Ontario, regardless of their status as Treaty, Metis, or Non-Status Indians, or their location.

   a) Native teachers and counsellors be trained and employed in all elementary, secondary, and post-secondary educational institutions serving Native peoples.

   b) Native peoples have the right to participate fully in making and implementing decisions which affect the education of their children.

c) The curriculum must be adapted to meet the needs of all Native students, so that the education they receive reflects their cultural heritage.

d) All Native students must receive adequate financial assistance to enable them to continue their education free from economic worries.

e) The governments of Ontario and Canada must not only actively encourage the retention of native cultural identity in Ontario, but also ensure that the non-Native population develops a heightened awareness of and respect for the native cultural heritage.

3) There is need for an ongoing mechanism, representative of the Native people that would

a) oversee the implementation of the findings of the Task Force

b) monitor the Native education system

c) periodically evaluate the system and report on it to the Native people and to the Government.

To that end the Task Force recommended to the Ontario Cabinet the creation of a Council on Native Education.

These findings have been forwarded to the governmental agencies concerned for their consideration and action.

Due to the voluminous nature of the report, this summary which consists of the recommendations of the Task Force on the Educational Needs of Native People was prepared.

Additional information on The Task Force on the Educational Needs of Native Peoples may be obtained by contacting the Ministry of Colleges and Universities, or the native associations of the Task Force.

TASK FORCE ON THE EDUCATIONAL NEEDS OF NATIVE PEOPLES

880 Bay Street
Third Floor
Queen's Park
Toronto, Ontario
M5S 1Z8

Telephone: (416) 965-0602

June 30, 1976

The Honourable Harry Parrott, D.D.S.

The Honourable Thomas Wells

The Honourable Robert Welch

Gentlemen:

The Task Force on the Educational Needs of Native Peoples herewith transmits to you its Final Report.

At the concluding Business Meeting of the Task Force held on June 29, 1976, the following resolution was adopted by its members:

> "WHEREAS the Task Force on the Educational Needs of the Native peoples of Ontario has now completed its work,
>
> BE IT RESOLVED that the members of the said Task Force submit and recommend the Final Report of the Task Force, together with the text of a Draft Cabinet Submission for the implementation of its recommendations, and
>
> BE IT FURTHER RESOLVED that a Council of Native Education, as proposed, be established".

Respectfully submitted,

by the
TASK FORCE ON THE EDUCATIONAL
NEEDS OF NATIVE PEOPLES

LIST OF MEMBERS:

Grand Council Treaty #3
Association of Iroquois & Allied Indians
Union of Ontario Indians
Ministry of Colleges & Universities
Grand Council Treaty #9
Ontario Metis & Non-Status Indian Association
Ministry of Education
Ministry of Culture & Recreation
Department of Indian Affairs & Northern Development

Executive Secretary — Johanna Bertin

Clyde Peters
Association of Iroquois
and Allied Indians

Fred Kelly
Grand Council Treaty No. 3

Andrew Rickard
Grand Council Treaty No. 9

George McGuire
Ontario Metis and Non-Status
Indian Association

Michael Roy
Union of Ontario Indians

Leon Brumer
Ministry of Colleges
and Universities

M. Diakowsky
Ministry of Culture
and Recreation

Al Bigwin
Ministry of Education

Wally Walcer
Department of Indian Affairs
and Northern Development

Johanna Bertin
Executive Secretary

Angela Wong
Secretary

TABLE OF CONTENTS

	Page
Introduction	1
Proposal for a Cabinet Submission for a Council on Native Education	7
Recommendations received by the Task Force on the Educational Needs of Native Peoples	11
Number of Recommendations received in each category	12
Recommendations:	
Teaching Staff and Teacher Training	14
Counselling Staff and Counsellor Training Programmes	16
Curriculum	18
Indian Control of Indian Education	21
Financial Assistance to Treaty Indian Students	23
Financial Assistance to Metis and Non-Status Indian Students	25
Adult Education, Retraining, and Upgrading Programmes	27
Culturally-Oriented Programmes and Resource Centres	29
Student Boarding Homes	31
Busing	33
Recreation and Physical Education	34
Provision of Support Services to Native Peoples:	
(A) Day Care	36
(B) Health Services	37
(C) Drug & Alcohol Abuse Programmes	38
(D) Courtworker and Correctional Services	39
Additional Recommendations	41

Introduction

Education, the process of learning, the acquisition of those skills and of that knowledge which improves man's ability to live in harmony with himself, his fellow man, and his environment has been a major quest of the Native people since time immemorial. This is not a new concern. Indeed, so important an issue is this that the Chief of Lac Seule was moved to single it out as an issue in the signing of Treaty No. 3 when he said,

> *"...if you give what I ask, the time may come when I will ask you to lend me one of your daughters and one of your sons to live with us; and in return I will lend you one of my daughters and one of my sons for you to teach what is good, and after they have learned, to teach us. If you grant us what I ask, although I do not know you, I will shake hands with you. This is all I have to say."*

Terms of Reference

The Task Force on The Educational Needs of Native Peoples was established on October 23 , 1974, by the Government of Ontario to "gather information regarding the educational needs of Native peoples", and to report on these needs. The nine members of the Task Force are:

- --the president of Grand Council, Treaty #3 (or delegate)
- --the president of Grand Council, Treaty #9 (or delegate)
- --the president of the Union of Ontario Indians (or delegate)
- --the president of the Association of Iroquois and Allied Indians (or delegate)
- --the president of the Metis and Non-status Indian Association (or delegate)
- --a representative of the Ministry of Education
- --a representative of the Ministry of Colleges and Universities
- --a representative of the Ministry of Culture and Recreation
- -- a representative of the Federal Ministry of Indian Affairs and Northern Development.

The aims of the Task Force, as laid out in its mandate and terms of reference, were four in number:

1) To obtain from several groups of Native peoples, each residing in a relatively small geographical area of Ontario, their own assessments of their educational needs and the measures which they recommend to meet those needs.

2) To forward without delay the recommendations of the groups of Native peoples to the bodies of government which are able to implement the recommendations.

3) To ensure that the groups of Native peoples are kept fully informed of the decisions made and the action taken with respect to the recommendations which they have made.

4) To be prepared at all times to receive assessments of educational needs and recommendations of appropriate measures from the associations of Native peoples for immediate transmission to a body of government which is able to implement the recommendations.

Method of Operation

The technique employed by those drafting the report was to conduct an extensive series of interviews with Native leaders and the people themselves. At a number of meetings held between January, 1975 and January, 1976 submissions of all lengths and varieties were presented by interested parties.

The Task Force travelled to twelve locations designated by the native organizations as areas which would provide a good overview of the educational requirements of Treaty Indians and Metis and Non-Status Indian peoples. Meetings were held in Sault Ste. Marie, Dryden, Brantford, Fort Frances, Thunder Bay, Kenora, London, Sudbury, Kingston, Orillia, Toronto, and Timmins.

The recommendations and views expressed in this report are not those of experts in the field of education, sociology, or anthropology, but the views of the Native peoples themselves, for it was apparent from the outset that only the Native peoples of Ontario can truly identify their concerns regarding the education of their people.

In order to make certain that the recommendations received by the Task Force were representative of the views of the Native peoples, the Task Force was structured in such a manner as to ensure that the meetings were chaired and hosted by the native association which was most familiar with the Native peoples of that area. In so doing, the expertise of each association could be utilized in obtain-

ing a good cross-sectional view of the educational problems and needs that were prevalent in each region. In those instances where more than one association was familiar with the existing educational conditions, chairmanship and hosting was shared, e.g. co-chairmanship between the Ontario Metis and Non-Status Indian Association and one of the Treaty Indian Associations.

Precis of the Report

From these meetings came some 186 briefs containing 1677 recommendations. The recommendations are very extensive, and by their nature somewhat repetitive and sometimes contradictory. There are some rather lengthy comments on what a philosophy of native education should be, and a great number of specific requests.

This material genuinely reflects the "Educational Needs of the Native Peoples" as they and their spokesmen perceive them. Essentially, there are three basic objectives:

1) That the education of Native peoples should reinforce their culture and their identity (as they define them) rather than destroying them.

2) That the education system should give the Native people the option of living a native life-style, or of competing on equal terms in the general job market, or both.

3) That the education system should be of use to native society in general, not just to formally enrolled students; this by means of adult education programmes and so forth.

These three objectives seem to be the gist of the hundreds of recommendations, observations, and complaints made by the Native people to the Task Force.

While no one has a clear idea of how to implement these objectives, it was apparent that piecemeal changes, infusion of more money here and there, and the rectification of specific grievances will not do. What is needed is an alternative system.

Recommendation

What sort of education system might best serve the needs of the Native people, especially the three mentioned above? Surely the obvious answer, and the only one acceptable in a country which believes in participatory democracy is ---

a system which is largely controlled by the Native peoples themselves. Such a system would:

a) be whatever the Native people want it to be, because it would be under their control and thus responsive to their wishes.

b) be able to change quickly to meet the changing needs and respond to requests made of it (and correct mistakes) without the ponderousness of the present method of change by petition, royal commissions, etc.

c) provide lessons in management and organization for those directing it.

d) relieve the anxieties of the Native people that the education system is aimed at "cultural genocide."

We the members of the Task Force on The Educational Needs of Native Peoples, therefore recommend the immediate creation of a "Council of Native Education" to oversee the alternative system.

The functions of the Council will be to:

1) implement the findings of the Task Force

2) monitor the native education system.

3) periodically evaluate the system and report on it to the Native people and to the Government.

The Council shall be responsible for the direction of everything concerning native education in the Province of Ontario.

The Council of Native Education must report to the Minister of Education of Ontario since it is his ministry which exercises authority, either directly or indirectly, over the formal schooling received by the vast majority of native children in the province. The Council should report directly to the Minister because the current lack of success in native education and the urgent recommendations of this Task Force, require swift and decisive action. Where other ministries of the government are involved the Council will seek the assistance of the Ministry of Education in facilitating the necessary liaison.

The Council will be composed of one representative each from the five native organizations in Ontario. The five organizations are:

1. Association of Iroquois and Allied Indians
2. Grand Council Treaty #3
3. Grand Council Treaty #9
4. Ontario Metis and Non-Status Indian Association
5. Union of Ontario Indians

Each of these organizations is democratically structured and the representative from each should be selected by the organization itself, and serve a three year term.

The Council should be established by Ministerial action as provided for in Section 9a of the Education Act; thus no Order-in-Council or legislative action would be necessary.

The Council will require a central office with staff in Toronto. It is felt that at the present time this central office should not be a large establishment, although it must be sufficient to facilitate the role of the Council itself and to provide some co-ordination for the undertakings of the five Native organizations. These undertakings will principally involve the provision of field workers who will within the "people territories" of their organizations, make themselves available for consultation and fact gathering. The field workers and any necessary support staff will report to the five organizations and they, through their representatives at the Council, will be in a position to consult with the Minister of Education.

It is felt that the necessary funding for the operation of the Council, its central office and the regionally based field staff should come from the appropriate government sources. It is suggested that the four status Indian Associations enter into agreement with the Federal Government by which that Government will provide funds sufficient for the work done at the regional levels, and for an appropriate contribution to the requirements of the central office. In the case of the Metis and Non-Status Indian Association it is suggested that the province of Ontario agree with that organization to provide funds on a basis similar to the above. Our general recommendation concerning funding is that representatives of the five organizations and the two governments meet as soon as possible to agree upon suitable funding formulas.

Summation

In this document the Task Force on the Educational Needs of the Native Peoples of Ontario has made a specific request which, when implemented, will bring great changes to native education and improvements in native life generally.

This proposal must not be static; it must be an ongoing process of growth and development--the growth of genuinely new opportunities for Native people, and the development of a new process of interaction between themselves, government, and all of non-native society, which must, if properly carried out on all sides, be of benefit to the whole Province.

The Task Force is indebted to the Minister of Colleges and Universities for the opportunity of exploring the needs

of the Native people in the very important area of education in this Province.

The Native people see the Council of Native Education as a beginning, not a conclusion, as an opportunity, not an achievement. To this end they submit this proposal.

In view of the many "studies" performed on the Native peoples of Ontario (often with little visible result), it was established that this Task Force would have to do more than write just another report which would become lost before any implementation of recommendations occurred. To offset this, the Task Force determined that it would not only obtain an assessment of the educational needs of Native peoples as they see them, but would record those measures which were recommended to meet these needs and immediately forward them to the government bodies able to implement the recommendations. In this way, it was hoped that many of the problems having immediate solutions could be dealt with without delay, while those recommendations necessitating long-term planning or warranting policy changes could be considered upon submission of this report.

If the Task Force on the Educational Needs of Native Peoples is to warrant the trust exhibited by the Native peoples through their willingness to attend sessions of yet another "study group", the governments of Ontario and Canada must respond to the recommendations with sincerity and good faith. They "must be prepared to accept fully and meaningfully the recommendations" that have been submitted, and "honour and follow through on any promises" they make to the Native peoples of Ontario.

PROPOSAL FOR A CABINET SUBMISSION

for

A COUNCIL OF NATIVE EDUCATION

SUMMARY

i) The Problem

It is an unfortunate and well-known fact that in many cases students from native cultural backgrounds have not been adequately served by the educational system in Ontario. The report of the Task Force on the Educational Needs of the Native Peoples of Ontario has identified a number of serious problems and deficiencies in the provision of education and related services to the Native Peoples of Ontario. It is desirable that a means of implementing the recommendations of the Task Force be established.

ii) Optional Courses of Action

There are two optional courses of action.

1. Extend existing services. This should have the advantage of conformity with present structures but the disadvantages of possible lack of capacity to achieve the desired swift results and of probable disapproval by the recognized native organizations who are concerned both with the matter of input from representatives of the native culture and with the question of federal constitutional jurisdiction over status Indians.

2. Create a council of native education. Such a council would represent the five recognized native organizations in the province. The advantages and disadvantages of such a council are the reverse of those mentioned with respect to Option Number One.

iii) Recommendation

THAT THE HONORABLE MINISTER OF EDUCATION FOR ONTARIO ESTABLISH THE COUNCIL OF NATIVE EDUCATION.

PROPOSAL FOR A CABINET SUBMISSION

for

A COUNCIL OF NATIVE EDUCATION

i) The Problem

Action must be taken to meet the educational needs of students in Ontario who, on account of their native cultural backgrounds, cannot benefit sufficiently from the educational services presently available. The proportion of students in Ontario, from native cultural backgrounds who drop out of school at an early age, and who experience serious problems at school because of their unfamiliarity with the form and content of the ordinary educational process, is disturbingly high. The report of the Task Force for the educational needs of the native peoples of Ontario has identified a number of areas where swift government response would be appropriate. A high priority should be attached to this problem. The specific recommendation made above should be implemented before July 31, 1976.

ii) Background Information

Educational services are presently made available to native students of Ontario by both federal and provincial delivery systems. By reason of federal responsibility for status Indians the CROWN IN RIGHT OF CANADA, operates a federal school system to serve various Indian communities. In some cases the federal government enters into agreements whereby local Indian bands participate in the operation of schools subject to conformity with certain provincial standards. Where status Indian students attend provincial schools, federal government will enter into cost sharing agreements with local bands as provided for in Section 62 of the Education Act. The education of students from Metis and Non-Status cultural backgrounds is the responsibility of the province; no special delivery system is in place although such students very frequently come from backgrounds essentially similar to those of status Indian students. Various ministries do have in place a number of policies and special programs of an educational nature which serve native students.

The four recognized status Indian organizations in Ontario take the position, consistent with the position of Ontario, that the responsibility for the education of status Indians is the federal government. The four organizations mentioned above as well as the Ontario Metis and Non-Status Indian Association take the position that there should be "native control of native education" in the sense of substantial input into the educational process from members of the native cultural communities.

iii) Optional Courses of Action

The appropriate course of action is to establish a body by which members of the native culture in Ontario will be represented, insofar as questions touching the education of members of that culture are concerned, at the highest decision-making level of government. The only alternative course of action would be to extend existing services but this should not be done until representation from the native population is achieved. This body should be located within the Ministry of Education because its jurisdiction encompasses the educational resources presently available to the vast majority of native students. It should also report directly to the Minister in order to assure swift and appropriate action where necessary. By Ministerial direction liaison with the various branches of the ministry should be established. The Ministry would also facilitate interministerial liaison, particularly in relation to recommendations of the Task Force which deal with questions under the jurisdiction of the Ministries other than Education.

The recommended Council of Native Education would be composed of one representative from each of the five recognized native organizations in Ontario. These are: Association of Iroquois and Allied Indians, Grand Council Treaty Number 3, Grand Council Treaty Number 9, Ontario Metis and Non-Status Indian Association and Union of Ontario Indians. These organizations are representative of Indian bands and Metis and Non-Status Indian locals in the province.

The council should be established under the provisions of Section 9 a) of the Education Act which empowers the Minister of Education to "appoint such advisory or consultative bodies as may be considered necessary by the Minister from time to time", and no order-in-council or new or amending legislation will be necessary.

For the present the Council of Native Education would require a modest central office with a Director and necessary staff to be located in Toronto. This office would principally provide required support and co-ordination for the Council, and would make representations to the Government under the direction of the Council. To assure the desired local input into deliberations of the Council, and through it to the Government, field staff should be located under the direction of the five organizations.

The necessary funding for the Council, to the extent of provincial responsibility, should be provided by the Ministries concerned, but principally by the Ministry of Education. The funds may be provided on the usual accountable basis to the Metis and Non-Status Indian Association which would in turn contribute to the operations of the Council and its

central office and which would also carry out the recommended staff operations. Insofar as federal jurisdiction is concerned it is envisioned that the four status Indian organizations would enter into agreements with the CROWN IN RIGHT OF CANADA and the organizations in turn would utilize funds in the same manner above.

iv) Conclusions

The Council of Native Education would provide a highly desirable opportunity for the voice of the native population to be heard by government on questions touching the education of native people. It would also provide a means to ensure that the recommendations of the Task Force on the educational needs of the native peoples of Ontario are carried out and the necessity for further or other action will be brought to the attention of government.

v) Recommendation

THAT THE HONORABLE MINISTER OF EDUCATION FOR ONTARIO ESTABLISH THE COUNCIL OF NATIVE EDUCATION.

II.

TASK FORCE ON THE EDUCATIONAL NEEDS OF NATIVE PEOPLES

RECOMMENDATIONS

LISTING OF CATEGORIES BY TOTAL NUMBER OF RECOMMENDATIONS RECEIVED IN EACH CATEGORY:

				TOTAL
1.	Curriculum			308
2.	Staff : Teaching Staff and Teacher Training Programmes	-	179	
	Counselling Services and Counsellor Training Programmes	-	117	
	Education Workers and Consultants	-	7	
			303	303
3.	Financial Assistance to Native Students:			
	Treaty Indian Students	-	109	
	Metis & Non-Status Indian Students	-	81	
			190	190
4.	Indian Control of Indian Education			153
5.	Culturally-Oriented Programmes and Resource Centres			82
6.	Upgrading, Retraining, and Adult Education Programmes			75
7.	Funding for Programmes, Administration, and Research			63
8.	Health: Drug and Alcohol Abuse	-	20	
	Sex Education & Family Planning	-	9	
	Provision of Services	-	33	
			62	62
9.	Communications and Information			48
10.	Student Boarding Homes			43
11.	Cross-Cultural Awareness and Understanding			42
12.	Recreation and Physical Education			40
13.	Provincial School Boards			35
14.	Social Services: Day-Care	-	7	
	Provision of Services	-	5	
	Institutions	-	7	
	Correctional Services	-	12	
			31	31

15.	Employment	25
16.	Busing	20
17.	Joint-School Agreements	9
18.	Student Incentives	8
*19.	General Recommendations	140

*Recommendations were listed under categories where this was possible. In those instances where they did not fit a certain category, they were listed under "General Recommendations".

TEACHING STAFF AND TEACHER TRAINING

PROBLEM STATEMENT:

If Native students are to be given every opportunity to complete their education, it is essential that they be taught by teachers who are not only academically qualified, but also sensitive to their cultural background. While the Ministry of Education and the Department of Indian Affairs have taken steps to train more Native teachers and have encouraged the hiring of these teachers in schools serving Native students, the majority of teachers in these schools are still non-Indians.

WHEREAS:

Because teaching staff in schools serving Native students are predominately English-speaking non-Natives, teacher-student communication essential to the development of good students has not evolved.

Schools serving Native students are usually located in remote communities. This factor, combined with that of lower wages offered to federally-employed teachers, has contributed to the lack of well-qualified teachers practising in northern schools.

Most teacher-training courses are located in major urban centres in southern Ontario, making them inaccessible for the majority of Native peoples.

Native teacher-aides are under-utilized, often being assigned menial tasks rather than being given the opportunity to provide meaningful assistance in the classroom.

BE IT RESOLVED THAT:

Teacher-Training Programmes

(1) A TEACHER-TRAINING PROGRAMME BE DEVELOPED WITH THE AID OF INDIAN EDUCATION SPECIALISTS, SO AS TO MAKE IT MORE APPROPRIATE TO THE EDUCATIONAL BACKGROUND, HERITAGE, AND NEEDS OF THE PEOPLE OF NATIVE ANCESTRY.

(2) FACULTIES OF EDUCATION NEAR NATIVE COMMUNITIES TAKE THE INITIATIVE IN PROVIDING OPPORTUNITIES FOR NATIVE PEOPLE TO TRAIN AS TEACHERS AT VARIOUS LOCATIONS THROUGHOUT THE PROVINCE.

(3) THE PROVINCE GIVE PRIORITY AND SPECIAL ASSISTANCE TO NATIVE STUDENTS AND TEACHING-AIDES WITHING TO OBTAIN THEIR TEACHING CERTIFICATE.

(4) EDUCATIONAL INSTITUTIONS ESTABLISH A RECOGNIZED COURSE FOR NATIVE PRE-SCHOOL INSTRUCTORS WITH A BUILT-IN COMPONENT FOR NATIVE LANGUAGE INSTRUCTION.

(5) (A) PRESENT NATIVE TEACHER-TRAINING COURSES BE CONTINUED AND IMPROVED;

(B) INFORMATION REGARDING THESE COURSES BE MORE READILY AVAILABLE.

Teaching Staff and Teacher Training

Opportunities For Training

(6) BANDS, METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS, SCHOOL BOARDS, DEPARTMENT OF INDIAN AFFAIRS, AND THE MINISTRY OF EDUCATION, CO-OPERATE IN THE CREATION OF OPPORTUNITIES FOR NATIVE PEOPLES TO GAIN EXPERIENCE IN THE FIELD OF EDUCATION WITH A VIEW TO TRAINING AS TEACHERS AND TEACHER-AIDES.

Cultural Sensitization Of Teachers

(7) (A) ALL TEACHING STAFF EMPLOYED IN SCHOOLS SERVING NATIVE STUDENTS BE REQUIRED TO PARTICIPATE IN CROSS-CULTURAL SENSITIVITY AND AWARENESS SESSIONS, AS WELL AS WORKSHOPS ON UP-TO-DATE TEACHING TECHNIQUES;

(B) TEACHERS OF INDIAN CHILDREN RECEIVE COURSES IN NATIVE CULTURE, HISTORY, AND PHILOSOPHY TAUGHT BY NATIVE PEOPLE.

(8) (A) ADDITIONAL FULLY-QUALIFIED NATIVE TEACHERS BE HIRED IN ALL ELEMENTARY AND SECONDARY SCHOOLS SERVING NATIVE STUDENTS:

(B) THESE TEACHERS HAVE A WORKING KNOWLEDGE OF THE NATIVE LANGUAGE OF THE AREA.

Language Specialists

(9) (A) FULLY-QUALIFIED TEACHERS OF NATIVE LANGUAGES BE CLASSIFIED AS SPECIALISTS AND RECEIVE A SALARY COMMENSURATE WITH THIS POSITION;

(B) TEACHERS OF NATIVE LANGUAGES BE GRANTED PROVINCIAL CERTIFICATION AS LANGUAGE SPECIALISTS.

Employment Incentives

(10) INCENTIVES BE PROVIDED TO ENCOURAGE HIGHLY-QUALIFIED TEACHERS TO PRACTISE IN NATIVE COMMUNITIES.

Teaching Assistants

(11) NATIVE TEACHER-AIDES BE BETTER UTILIZED, ESPECIALLY IN THOSE SCHOOLS HAVING FEW OR NO NATIVE TEACHERS.

(12) NATIVE TEACHER-AIDES BE PAID A BETTER SALARY.

Specialized Teachers

(13) SPECIAL TEACHERS BE PROVIDED FOR NATIVE STUDENTS WITH LEARNING DIFFICULTIES.

Research

(14) RESEARCH BE CONDUCTED INTO THE EFFECTS OF NATIVE TEACHING STAFF ON THE ACADEMIC PERFORMANCE OF NATIVE HIGH SCHOOL STUDENTS.

COUNSELLING STAFF AND COUNSELLOR TRAINING PROGRAMMES

PROBLEM STATEMENT:

Counselling services are essential to provide support to Native students attending schools in an alien culture. Yet Cross-cultural differences often make it difficult to give adequate counselling to Native students, for few non-Indian counsellors are able to gain the trust and confidence of the Native students.

The Ministry of Education and the Ministry of Colleges and Universities, in co-operation with the Department of Indian Affairs, have developed Native Counsellor-Training Programmes. However, due to the lack of clearly-defined terms of reference for various counselling positions, graduates of counselling courses do not have Provincially recognized credentials or clearly-defined responsibilities.

WHEREAS:

There are not enough Native counsellors to adequately meet the needs of Native students attending schools in Ontario;

Metis and Non-Status Indian students seldom receive adequate counselling due to:

(a) their lack of rapport with the non-Native counsellors;

(b) restrictions placed on school counsellors hired through the Department of Indian Affairs with regard to the students they may counsel;

there are no uniform terms of reference, salary scales, or pre-requisite qualifications for Social Counsellors in Ontario; many are performing duties similar to those of Guidance Counsellors, Attendance Counsellors, and Education Counsellors;

presently available Native counselling courses are out-dated and do not lead to provincial certification;

Salaries awarded Native counsellors are inadequate to attract the necessary highly-qualified staff.

BE IT RESOLVED THAT:

Training Programmes

(1) NATIVE COUNSELLOR TRAINING PROGRAMMES PROVIDE IMMERSION COURSES IN NATIVE CULTURE AND HISTORY, TOGETHER WITH SOUND COUNSELLING TECHNIQUES;

(2) ACADEMIC RECOGNITION AND PROVINCIAL CERTIFICATION AS GUIDANCE COUNSELLORS BE GRANTED GRADUATES OF NATIVE SOCIAL COUNSELLING TRAINING PROGRAMMES.

(3) NATIVE COUNSELLOR TRAINING PROGRAMMES BE OFFERED AT VARIOUS LOCATIONS WHICH ARE ACCESSIBLE TO NATIVE PEOPLES.

(4) NATIVE RESOURCE PEOPLE BE UTILIZED AS INSTRUCTORS IN NATIVE COUNSELLOR TRAINING PROGRAMMES.

Counselling Staff and Counsellor Training Programmes

Counsellor Terms of Reference, Salary Scale and Qualifications

(5) THE MINISTRY OF EDUCATION, MINISTRY OF COLLEGES AND UNIVERSITIES, AND THE DEPARTMENT OF INDIAN AFFAIRS, CONSULT WITH BAND COUNCILS, METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS, NATIVE ORGANIZATIONS, TO DEVELOP TERMS OF REFERENCE, SALARY SCALES, AND PRE-REQUISITE QUALIFICATIONS FOR NATIVE COUNSELLING STAFF.

(6) COUNSELLORS HAVE A WORKING KNOWLEDGE OF THE NATIVE LANGUAGE OF THE AREA AND BE FAMILIAR WITH NATIVE CULTURE, HISTORY, AND PHILOSOPHY.

Provision Of Counselling Services

(7) ALL ELEMENTARY AND SECONDARY SCHOOLS, COMMUNITY COLLEGES, UNIVERSITIES, AND MANPOWER TRAINING CENTRES SERVING NATIVE PEOPLES, HAVE A NATIVE COUNSELLOR ON STAFF.

(8) AN AGREEMENT BE ESTABLISHED BETWEEN THE MINISTRY OF EDUCATION AND THE DEPARTMENT OF INDIAN AFFAIRS, SO THAT THE SERVICES OF NATIVE "SCHOOL" COUNSELLORS ARE MADE AVAILABLE TO ALL NATIVE STUDENTS, I.E. STATUS, NON-STATUS, AND METIS.

(9) (A) COUNSELLORS COMMUNICATE ON AN ON-GOING BASIS WITH PARENTS, TEACHERS, STUDENTS, AND BOARDING HOME PARENTS, AND MAKE PERIODIC VISITS TO THE HOME COMMUNITIES OF THEIR STUDENTS;

(B) COUNSELLORS ASSIST BOTH METIS AND NON-STATUS INDIAN STUDENTS AND TREATY INDIAN STUDENTS IN THE SEARCH FOR GOOD BOARDING HOMES AND HELP THEM ADAPT TO LIVING IN URBAN CENTRES.

(10) COUNSELLORS BE FULLY FAMILIAR WITH:

(A) ALL EDUCATIONAL PROGRAMMES - COURSE CONTENT, PROGRAMME PRE-REQUISITE AND CAREER ORIENTATION; LOCATION OF COURSES; AND ALL STUDENT ASSISTANCE PROGRAMMES SO AS TO ENABLE STUDENTS TO UTILIZE THESE PROGRAMMES TO THEIR BEST ADVANTAGE;

(B) CAREER OPPORTUNITIES IN THE LOCAL AREA AND THROUGHOUT THE PROVINCE, SO AS TO PROVIDE CAREER GUIDANCE TO NATIVE STUDENTS.

(11) COUNSELLING IN EDUCATION BE CONSIDERED AN ESSENTIAL SERVICE IN NATIVE COMMUNITIES.

CURRICULUM

PROBLEM STATEMENT:

Although progress has been made by the Ministry of Education, the Ministry of Colleges and Universities, and the Department of Indian Affairs towards the development of a curriculum relevant to Native students, there are still areas in which reform is essential. While Native Studies texts are being revised and improved, little reading material is available which would enable Native students to retain familiarity with their Native culture, heritage, and customs.

Until provision is made to fill this gap, Native students will continue to find the educational system irrelevant to their needs.

WHEREAS:

Educators have failed to adapt the curriculum to meet the needs of the Native people for an education relevant to their cultural heritage and environment.

Course content and reading material seldom bears any resemblance to the life style and environment of the Native student.

Existing curriculum resource material is often discriminatory and derogatory of the Native peoples, depicting them in an unfavourable stereo-type.

Non-Native students are unfamiliar with Native culture, history, and traditions.

Native peoples have neither been encouraged to take part in the development of curriculum materials, nor been utilized as resource peoples in the teaching of Native Studies courses.

BE IT RESOLVED THAT:

Native Involvement In Curriculum Development

(1) (A) NATIVE PEOPLES BE INVOLVED IN THE DEVELOPMENT OF CURRICULUM AND PROGRAMMES OF STUDY, TEXT DESIGN, THE WRITING OF RESOURCE MATERIALS, THE EVALUATION OF PRESENT CURRICULUM AS IT RELATES TO NATIVE PEOPLES, AND THAT THEY BE CONSULTED BEFORE ANY NEW NATIVE STUDIES MATERIAL IS INTRODUCED INTO THE SCHOOLS;

(B) FUNDING BE PROVIDED FOR THE ABOVE.

(2) EDUCATORS ADAPT THE CURRICULUM AT THE REQUEST OF NATIVE PEOPLES IN ORDER TO PRODUCE AN EDUCATIONAL SYSTEM WHICH IS COMPATIBLE WITH THE UNIQUE CIRCUMSTANCES OF THE NATIVE CHILD'S UPBRINGING, MEETING NOT ONLY THE CULTURAL NEEDS OF THE NATIVE CHILD, BUT ALSO ENABLING HIM TO FUNCTION IN A NON-INDIAN WORLD.

(3) FUNDING BE PROVIDED TO ENABLE NATIVE AND NON-NATIVE PERSONS TO VISIT THOSE SCHOOLS WHERE NATIVE COMMUNITIES HAVE IMPLEMENTED THEIR OWN CURRICULUM DESIGN

Curriculum

(3)..WITH A VIEW TO APPLYING THEIR EXPERIENCE TO ONTARIO SCHOOLS.

(4) FUNDING BE MADE AVAILABLE TO TEACHERS OF NATIVE STUDIES PROGRAMMES, SO THAT THEY CAN MEET TOGETHER TO CO-ORDINATE A UNIFORM NATIVE STUDIES PROGRAMME ACROSS ONTARIO.

(5) CURRICULUM DEVELOPMENT OFFICERS, SENSITIVE TO NATIVE PEOPLES, MEET WITH THE BAND COUNCIL AND SCHOOL COMMITTEES TO ASSESS THE CURRICULUM NEEDS OF BAND MEMBERS AND ENSURE THAT THE CURRICULUM OFFERED IN RESERVE SCHOOLS IS GEARED TO THE LIFESTYLE OF OUR PEOPLE.

(6) NATIVE PEOPLES BE INVITED TO ACT AS RESOURCE PEOPLE FOR ANY PROGRAMMES OF NATIVE STUDIES.

Course Content

(7) (A) MATERIAL RELEVANT TO THE NATIVE STUDENTS' BACKGROUND BE INCORPORATED IN READING TEXTS RATHER THAN UTILIZING THE "DICK AND JANE" TYPE SERIES;

(B) ALL REFERENCES OFFENSIVE TO NATIVE PEOPLES BE REMOVED FROM ALL TEXT MATERIAL USED IN SCHOOLS;

(C) ALL TEXTS REFERRING TO NATIVE PEOPLES BE SCRUTINIZED BY BANDS AND METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS BEFORE BEING INCORPORATED INTO SCHOOL COURSES OR LIBRARIES.

(D) SCHOOL LIBRARIES HAVE AN EXCELLENT SELECTION OF NATIVE STUDIES MATERIAL.

(8) (A) ACCREDITED COURSES IN NATIVE LANGUAGES, PHILOSOPHY, CULTURE, AND HISTORY, BE PROVIDED AT ALL ELEMENTARY, SECONDARY, AND POST-SECONDARY SCHOOLS IN ONTARIO;

(B) THE POSITIVE ASPECTS OF THE NATIVE PEOPLE'S CONTRIBUTION TO CANADIAN HISTORY BE EMPHASIZED AND REFERENCES TO STEREO-TYPING BE DELETED;

(C) EXPOSURE TO TRADITIONAL AND CONTEMPORARY NATIVE MUSIC, ART, AND SPIRITUALITY BE A PART OF ANY SERIOUS PROGRAMME OF NATIVE STUDIES.

(D) HISTORICAL AND CONTEMPORARY ISSUES AND LEADERS OF NATIVE PEOPLES BE DISCUSSED.

(9) (A) COMPREHENSIVE ORAL AND WRITTEN PROGRAMMES IN NATIVE LANGUAGES BE DEVELOPED, SO THAT NATIVE CHILDREN CAN BE TAUGHT IN THEIR OWN LANGUAGE FOR THE FIRST FEW YEARS, WITH THE AIM OF BECOMING BI-CULTURAL AND BI-LINGUAL;

(B) NATIVE RESOURCE PEOPLE BE HIRED TO REVISE NATIVE LANGUAGE DICTIONARIES AND TEXT BOOKS.

(10) THERE BE MORE OPPORTUNITY FOR NATIVE STUDENTS TO AUGMENT THROUGH PERSONAL EXPERIENCE WHAT THEY HAVE LEARNED IN THE CLASSROOM OF THEIR CULTURAL HERITAGE, E.G. FIELD TRIPS TO NATIVE COMMUNITIES, RESOURCE CENTRES, ETC.

/...

Curriculum

..continued

(11) COURSES BE TAUGHT WHICH UTILIZE SKILLS AVAILABLE WITHIN THE NATIVE COMMUNITY, E.G. SNOW SHOE MANUFACTURING, TRAPPING, ETC.

(12) COURSE CONTENT IN REMOTE SCHOOLS BE BROUGHT UP TO STANDARD WITH THE CITY SCHOOLS, SO THAT STUDENTS HAVE NO DIFFICULTY MAINTAINING ACADEMIC STANDARDS WHEN THEY ARE TRANSFERRED TO URBAN SCHOOLS.

(13) (A) ADEQUATE NATIVE RESOURCE MATERIAL BE PREPARED AND IMPLEMENTORS TRAINED PRIOR TO THE DISTRIBUTION OF P.O.N.A. II.

(B) THE DEPARTMENT OF INDIAN AFFAIRS IMPLEMENT A CULTURAL PROGRAMME ON THE RESERVE TO COMPLEMENT P.O.N.A. I.

(14) MORE CLASS TIME BE ALLOTTED TO BASIC READING AND WRITING SKILLS.

(15) THE STUDY OF RELIGION BE LEFT TO THE DISCRETION OF THE STUDENT.

(16) SEX EDUCATION, FAMILY PLANNING, PERSONAL HYGIENE, AND DRUG AND ALCOHOL ABUSE PROGRAMMES BE OFFERED AT ALL ELEMENTARY AND SECONDARY SCHOOLS.

(17) THAT PUBLIC SPEAKING BE INCLUDED IN THE CURRICULUM FOR ALL STUDENTS.

Special Programmes

(18) ORIENTATION PROGRAMMES BE INTRODUCED IN GRADES 7 AND 8 CLASSES TO THOROUGHLY PREPARE NATIVE STUDENTS FOR THE TRANSITION FROM RESERVE LIFE TO CITY LIFE.

(19) (A) LONG AND SHORT-TERM PROGRAMMES IN THE ARTS BE DEVELOPED;

(B) THE ONTARIO ART COUNCIL'S "ARTISTS IN SCHOOLS PROGRAMME" BE STUDIED WITH A VIEW TO APPLYING THIS APPROACH WITH NATIVE ARTISTS.

(20) COURSES BE SPECIFICALLY DESIGNED FOR SLOW LEARNERS OR THOSE STUDENTS WHO REQUIRE SPECIAL ASSISTANCE.

INDIAN CONTROL OF INDIAN EDUCATION

PROBLEM STATEMENT:

The "White Man's Educational System" has been a failure for the Native peoples of Ontario, as indicated by the high drop-out rate among secondary and even elementary school students. It is the belief of the Native peoples that any educational system will continue to be unsatisfactory, until the responsibility for education and the potential for improvement in that education is in the hands of the Native peoples themselves.

WHEREAS:

Native peoples have not been given the opportunity to involve themselves in the development of school programmes and policies;

Native peoples have seldom been consulted over proposed developments in education for their area, but have been expected to adapt to those changes which have occurred;

Native peoples have had no say in the setting of priorities for the spending of education monies.

BE IT RESOLVED THAT:

Consultation with and participation by Native Bands and Metis and Non-Status Indian Association Locals

(1) (A) GOVERNMENTS (BOTH FEDERAL AND PROVINCIAL) ADJUST THEIR POLICIES AND PRACTICES SO THAT NATIVE PEOPLES ARE INVOLVED IN ALL PHASES OF THE EDUCATION OF THEIR CHILDREN AND ARE IN A POSITION TO ASSUME MORE RESPONSIBILITY FOR THE PROVISION OF THAT EDUCATION.

(B) BAND COUNCILS, METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS, AND REGIONAL NATIVE ORGANIZATIONS BE INVOLVED IN ANY FUTURE DEVELOPMENTS IN EDUCATION PLANNED FOR THEIR AREA.

(2) METIS AND NON-STATUS INDIAN PEOPLES BE CONSULTED IN THE DEVELOPMENT OF SCHOOL CURRICULUM, WORKSHOPS, AND SEMINARS, TRAINING PROGRAMMES, AND IN THE HIRING OF ANY TEACHING STAFF PRACTICING IN THE SCHOOLS SERVING THEIR CHILDREN.

(3) TREATY INDIAN PEOPLES OBTAIN LOCAL ADMINISTRATIVE CONTROL OF THE EDUCATIONAL SYSTEM THROUGH THE ESTABLISHMENT OF LOCAL EDUCATIONAL AUTHORITIES AT BAND COUNCIL LEVELS, AS STATED IN "INDIAN CONTROL OF INDIAN EDUCATION", I.E. THEY WOULD FULLY RUN THE LOCAL EDUCATIONAL AUTHORITY: DEVELOP CURRICULUM ACCORDING TO THEIR PARTICULAR NEEDS AND ENVIRONMENT: OVERSEE THE HIRING AND FIRING OF STAFF: ACQUIRE NEEDED FACILITIES: DECIDE SCHOOL POLICY: ESTABLISH FLEXIBLE SCHOOL YEARS: AND OWN AND OPERATE STUDENT RESIDENCES.

(4) BAND COUNCILS, METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS, AND NATIVE ORGANIZATIONS, RECEIVE ALL INFORMATION ON NEW PROGRAMMES, POLICIES, AND PROPOSED LEGISLATION AFFECTING NATIVE EDUCATION, SO THAT THEY MAY BENEFIT FROM PRESENT PROGRAMMES AND COMMENT ON THE ACCEPTABILITY OF PROPOSED POLICIES AND LEGISLATION.

/...

Indian Control of Indian Education

...continued

(5) ANY INFORMATION REGARDING EDUCATIONAL NEEDS OF NATIVE PEOPLES SHOULD COME FROM THE METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS, BAND COUNCILS, AND NATIVE ORGANIZATIONS, AND THEY IN TURN MUST BE PROVIDED THE RESOURCES TO MEET THESE NEEDS WITH THEIR OWN SERVICES.

(6) NATIVE PARENTS AND STUDENTS CHOOSE THE LOCATION AND TYPE OF SECONDARY SCHOOL THEY WISH TO ATTEND, I.E. THAT THEY RECEIVE ASSISTANCE TO ENABLE THEM TO ATTEND THE SCHOOL WHICH BEST MEETS THE REQUIREMENTS OF THEIR EDUCATIONAL GOALS, E.G. TECHNICAL, VOCATIONAL, ART COLLEGE, ETC., AND THAT THEY BE INVOLVED IN THE SETTING OF GUIDELINES FOR BOARDING HOME SELECTION.

Funding to Bands and Metis and Non-Status Indian Association Locals

(7) ALL EDUCATION MONIES ALLOTTED BY THE PROVINCIAL AND FEDERAL GOVERNMENTS FOR THE EDUCATION OF NATIVE PEOPLES BE HANDLED BY BAND COUNCILS AND METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS, SO THAT INDIVIDUAL COMMUNITIES CAN ALLOCATE THE AVAILABLE RESOURCES ACCORDING TO THE PRIORITIES OF THEIR OWN COMMUNITY, E.G., HIRING OF SOCIAL COUNSELLORS; PAYMENT OF SCHOOL COMMITTEE MEMBERS; LOCAL CURRICULUM DEVELOPMENT, ETC.

(8) FUNDS BE ALLOCATED TO BANDS AND METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS, SO THAT THEY CAN MEET WITH EACH OTHER AND ASSIST IN THE DEVELOPMENT OF EACH OTHER'S COMMUNITY THROUGH THE SHARING OF INFORMATION AND EXPERIENCE.

(9) PROVINCIAL AND FEDERAL GOVERNMENT AGENCIES OFFER PERSONNEL AND RESOURCES TO THOSE BANDS EMBARKING ON INDIAN CONTROL OF INDIAN EDUCATION.

Joint-School Agreements

(10) (A) ALL AGREEMENTS DRAWN UP BETWEEN THE FEDERAL AND PROVINCIAL GOVERNMENTS THROUGH LOCAL SCHOOL BOARDS BE RE-EVALUATED BY THE NATIVE PEOPLES TO ENSURE THAT THEIR CONCERNS ARE SATISFIED:

(B) BAND COUNCILS BE FULLY RECOGNIZED AS LEGAL ENTITIES TO NEGOTIATE JOINT-SCHOOL AGREEMENTS WITH LOCAL SCHOOL BOARDS:

(C) BAND MEMBERS FULLY UNDERSTAND AND BE IN AGREEMENT WITH ANY PROPOSED JOINT-SCHOOL AGREEMENT BEFORE IT IS FINALIZED:

Provincial School Boards

(11) (A) NATIVE REPRESENTATION ON SCHOOL BOARDS BE GUARANTEED THROUGH LEGISLATION, NOT LEFT TO THE DISCRETION OF PRESENTLY-ELECTED SCHOOL BOARD MEMBERS:

(B) THE NUMBER OF INDIAN REPRESENTATIVES BE INCREASED ON EACH SCHOOL BOARD SERVING NATIVE PEOPLES:

(C) SECTION 162 (4 - 9) OF THE ONTARIO EDUCATION ACT 1974 BE REVISED SO THAT METIS AND NON-STATUS INDIAN STUDENTS ARE INCLUDED IN THE TABULATION OF THE NUMBER OF INDIAN STUDENTS UNDER THE JURISDICTION OF A PARTICULAR SCHOOL BOARD AND NATIVE REPRESENTATION CAN THEREFORE BE BASED ON THE TOTAL SUM OF BOTH TREATY INDIANS AND METIS AND NON-STATUS INDIAN STUDENTS:

FINANCIAL ASSISTANCE TO TREATY INDIAN STUDENTS

PROBLEM STATEMENT:

The Department of Indian Affairs, by virtue of the Treaties and through the Indian Act, is financially responsible for the education of all Treaty Indians. Yet in recent years, education cutbacks and policy changes regarding the granting of financial assistance to Treaty Indian students have made it increasingly hard for these students to receive adequate financial assistance to continue their education.

WHEREAS:

Cutbacks in the Department of Indian Affairs Education Budget have made it impossible for all Treaty Indian students to benefit from their right to a free education.

The Department of Indian Affairs has proposed guidelines (E-12 Circular) which would further restrict the availability of education to Treaty Indian students.

Band Councils have not been involved in the setting of priorities for the allocation of available education moneys.

BE IT RESOLVED THAT:

E-12 Circulars

(1) THE E-12 CIRCULARS BE RE-EVALUATED IN CONSULTATION WITH BAND MEMBERS, BAND COUNCILS, NATIVE ORGANIZATIONS, NATIVE STUDENTS, AND NATIVE SOCIAL COUNSELLORS, AND THAT UNTIL THIS HAS TAKEN PLACE, FINANCIAL ASSISTANCE CONTINUE TO BE GRANTED TO ALL TREATY INDIAN STUDENTS UNDER THE EXISTING CONDITIONS.

Counsellor Assessment Of Need For Financial Assistance

(2) THE DEPARTMENT OF INDIAN AFFAIRS EDUCATION COUNSELLORS NOT BE IN A POSITION TO VETO THE GRANTING OF FINANCIAL ASSISTANCE TO TREATY INDIAN STUDENTS WHO HAVE BEEN APPROVED FOR ASSISTANCE BY THEIR OWN BAND COUNCIL.

(3) TREATY INDIAN STUDENTS NOT BE SUBJECTED TO "MEANS TESTS" WHEN APPLYING FOR FINANCIAL ASSISTANCE.

Assistance To Boarding Students

(4) (A) TREATY INDIAN BOARDING STUDENTS RECEIVE AN ALLOWANCE FOR SCHOOL SUPPLIES, ROOM AND BOARD, TRAVEL, CLOTHING, RECREATION AND EXTRA-CURRICULAR ACTIVITIES;

(B) TREATY INDIAN COMMUTING STUDENTS RECEIVE FINANCIAL ASSISTANCE EQUIVALENT TO THAT PROVIDED BOARDING STUDENTS;

(C) THE DEPARTMENT OF INDIAN AFFAIRS PAY TRAVEL EXPENSES FOR BOARDING STUDENTS TO VISIT THEIR HOME COMMUNITIES THREE TIMES DURING THE SCHOOL YEAR.

/...

Financial Assistance To Treaty Indian Students

...continued

(5) THE DEPARTMENT OF INDIAN AFFAIRS PROVIDE ADEQUATE FINANCIAL ASSISTANCE TO ENABLE TREATY INDIAN STUDENTS TO ATTEND THE SCHOOL OF THEIR CHOICE.

Financial Assistance To Off-Reserve Treaty Indians

(6) THE DEPARTMENT OF INDIAN AFFAIRS, IN CONSULTATION WITH CANADA MANPOWER, BAND COUNCILS, OFF-RESERVE TREATY INDIANS, AND NATIVE ORGANIZATIONS, REVIEW THE TOPIC OF FINANCIAL ASSISTANCE AVAILABLE TO TREATY INDIANS RESIDING OFF THE RESERVE, AND DETERMINE A WORKABLE POLICY FOR ASSISTING THOSE TREATY STUDENTS STUDYING OR TRAINING IN URBAN CENTRES.

Consultation With Bands

(7) THERE BE NO FURTHER CUTBACKS IN DEPARTMENT OF INDIAN AFFAIRS EDUCATION MONEYS WITHOUT CONSULTATION WITH THE BANDS AND THEIR ORGANIZATIONS.

(8) BANDS SET PRIORITIES FOR THE SPENDING OF DEPARTMENT OF INDIAN AFFAIRS EDUCATION MONEYS.

(9) THE ADMINISTRATION OF FUNDS FOR EDUCATIONAL ASSISTANCE BE TURNED OVER TO THE BANDS.

Noon-Lunch Supplements

(10) NOON LUNCH SUPPLEMENTS BE INCREASED AND BE AVAILABLE TO EVERY BAND IN NORTHERN ONTARIO.

Taxing of Educational Assistance

(11) STUDENT BURSARIES AND EDUCATIONAL ASSISTANCE NOT BE TAXABLE.

Youth Allowance

(12) THE YOUTH ALLOWANCE BE INCREASED AND CONTINUE AFTER AGE 18 IF THE CHILD REMAINS IN SCHOOL.

FINANCIAL ASSISTANCE TO METIS AND NON-STATUS INDIAN STUDENTS

PROBLEM STATEMENT:

There are no programmes specifically designed to provide financial assistance to Metis and Non-Status Indian students. Yet, the Metis and Non-Status Indian peoples, as a group, have the poorest standard of living in Ontario, making it virtually impossible to pay the expenses incurred in gaining a secondary education, let alone a post-secondary education.

WHEREAS:

Metis and Non-Status Indian students receive no financial assistance during their elementary, secondary, and post-secondary education;

Metis and Non-Status Indian students are often not aware of available grants, loans, and bursaries;

employment opportunities in Metis and Non-Status Indian communities are virtually non-existent, making it impossible for Metis and Non-Status Indian students to earn sufficient moneys for their education through summer employment;

Metis and Non-Status Indian students often live in outlying areas, making it necessary for them to move to an urban centre for their high school education, thereby incurring additional costs.

BE IT RESOLVED THAT:

Programmes of Assistance Specifically Designed for Metis and Non-Status Indian Peoples

(1) (A) THE GOVERNMENT OF ONTARIO PROVIDE SIMILAR FINANCIAL ASSISTANCE TO METIS AND NON-STATUS INDIAN STUDENTS AS IS PRESENTLY PROVIDED BY THE DEPARTMENT OF INDIAN AFFAIRS TO TREATY INDIAN STUDENTS, I.E. ALLOWANCE FOR : SCHOOL SUPPLIES; CLOTHING; ROOM AND BOARD; TRAVEL; RECREATION; AND EXTRA-CURRICULAR ACTIVITIES.

(B) THIS ALLOWANCE BE GRANTED TO ELEMENTARY, SECONDARY AND POST-SECONDARY SCHOOL STUDENTS.

(2) (A) SPECIAL BURSARIES, GRANTS, AND SCHOLARSHIPS BE ESTABLISHED SPECIFICALLY FOR METIS AND NON-STATUS INDIAN STUDENTS, SO THAT THEY ARE ABLE TO PURSUE THEIR EDUCATION WITHOUT FINANCIAL WORRY;

(B) THE ADMINISTRATION OF THIS PROGRAMME BE TURNED OVER TO THE ONTARIO METIS AND NON-STATUS INDIAN ASSOCIATION.

(3) (A) GRANTS, RATHER THAN LOANS, BE MADE AVAILABLE AT THE SECONDARY AND POST-SECONDARY LEVEL;

(B) GRANTS BE RAISED IN ACCORDANCE WITH INFLATION;

(C) STUDENT LOANS BE 100% FORGIVEABLE.

/...

Financial Assistance to Metis & Non-Status Indian Students

...continued

(4) (A) A SPECIAL BURSARY PROGRAMME BE ESTABLISHED FOR METIS AND NON-STATUS INDIAN STUDENTS WISHING TO UTILIZE THEIR EDUCATION THROUGH WORKING WITH NATIVE PEOPLES;

(B) THE CRITERIA FOR THIS PROGRAMME BE DEVELOPED BY THE MINISTRY OF COLLEGES AND UNIVERSITIES AND THE ONTARIO METIS AND NON-STATUS INDIAN ASSOCIATION, IN CONSULTATION WITH THE METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS.

(5) THE PROVINCIAL GOVERNMENT APPOINT A FIELD REPRESENTATIVE TO DEAL EXCLUSIVELY WITH THE PROVISION OF FINANCIAL ASSISTANCE TO METIS AND NON-STATUS INDIAN STUDENTS.

(6) METIS AND NON-STATUS INDIAN STUDENTS RECEIVE ADEQUATE FINANCIAL ASSISTANCE TO ENABLE THEM TO ATTEND THE SCHOOL OF THEIR CHOICE.

(7) ADDITIONAL ASSISTANCE BE PROVIDED METIS AND NON-STATUS INDIAN PEOPLES WHO MUST RELOCATE FOR UPGRADING AND RETRAINING COURSES.

Information on Programmes of Financial Assistance

(8) (A) INFORMATION ON AVAILABLE GRANTS, BURSARIES, LOANS, AND SCHOLARSHIPS, BE MAILED TO EACH METIS AND NON-STATUS INDIAN ASSOCIATION LOCAL, TO ENSURE THAT STUDENTS ARE AWARE OF THESE PROGRAMMES;

(B) INFORMATION WORKSHOPS ON EDUCATIONAL OPPORTUNITIES BE PROVIDED WHERE REQUESTED.

Payment of Grants, etc.

(9) ANY GRANTS, LOANS, BURSARIES, OR SCHOLARSHIPS, BE RECEIVED BY STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR TO ENABLE THEM TO PURCHASE BOOKS, ETC.

Youth Allowances

(10) YOUTH ALLOWANCES BE INCREASED AND CONTINUE AFTER AGE 18, IF THE CHILD REMAINS IN SCHOOL.

Financial Assistance For Artistically Talented Students

(11) ARTISTICALLY CREATIVE AND TALENTED NATIVE PEOPLES BE GIVEN THE SAME RIGHT AND PRIVILEGE OF ACCESS TO PUBLIC FUNDS FOR EDUCATION, AS THOSE WHO ARE DIRECTED INTO TECHNICAL OR VOCATIONAL TRAINING.

ADULT EDUCATION, RETRAINING, AND UPGRADING PROGRAMMES

PROBLEM STATEMENT:

The low level of vocational and skills training among Native peoples is a contributory factory to their high unemployment rate, especially in northern areas. While the Ministry of Colleges and Universities, Canada Manpower, and the Department of Indian Affairs have recently made an effort to provide upgrading and retraining programmes to Native communities, their courses have failed to take into account the specific job requirements for these areas, and have seldom resulted in long-term employment for graduates.

WHEREAS:

Training programmes specifically designed for Native peoples seldom lead to provincial certification.

Many of the training programmes for Native peoples are not developed in consultation with Native peoples.

Educators fail to take local employment opportunities into consideration when designing courses.

Upgrading and retraining courses are often inaccessible to Native communities.

BE IT RESOLVED THAT:

Provincally-Accredited Programmes

(1) PROVINCIALLY-ACCREDITED TRADE SKILLS AND TRAINING PROGRAMMES BE PROVIDED NATIVE PEOPLES TO ENABLE THEM TO COMPETE IN THE JOB MARKET, E.G. AS PLUMBERS OR ELECTRICIANS.

Consultation With Native Communities

(2) (A) ADULT EDUCATION, UPGRADING, AND RETRAINING PROGRAMMES BE DESIGNED IN RESPONSE TO COMMUNITY NEEDS AS ASSESSED BY LOCAL NATIVE PEOPLES;

(B) THESE PROGRAMMES BE OPEN EQUALLY TO MEN AND WOMEN;

(C) COURSES BE LED BY NATIVE INSTRUCTORS.

(3) COURSE SCHEDULES BE DESIGNED SO AS TO ACCOMMODATE THE SEASONAL EMPLOYMENT OPPORTUNITIES OF THE NATIVE PEOPLES, E.G. TRAPPING, FISHING, ETC.

Accessibility Of Programmes

(4) (A) COMMUNITY COLLEGE PROGRAMMES BE MADE AVAILABLE TO NORTHERN NATIVE COMMUNITIES THROUGH SATELLITE COLLEGES OR MOBILE UNITS;

(B) MORE COURSE OPTIONS BE OFFERED WITH EMPHASIS ON THOSE THAT ARE APPLICABLE TO THE LOCAL AREA;

(C) STUDENTS BE ASSISTED IN THE PURCHASE OF NECESSARY EQUIPMENT FOR THESE COURSES.

/...

Adult Education, Retraining, and Upgrading Programmes

...continued

Development Of New Programmes

(5) THE PROVINCIAL GOVERNMENT, TOGETHER WITH MINING COMPANIES OPENING UP NEW TOWN SITES IN NORTHERN ONTARIO, DEVELOP TRAINING PROGRAMMES TO PREPARE NATIVE PEOPLES FOR AVAILABLE JOBS.

(6) (A) APPRENTICESHIP PROGRAMMES BE DESIGNED AND BE OPEN TO NATIVE STUDENTS PRESENTLY IN HIGH SCHOOL, WHO HAVE NO INTEREST IN CONTINUING ON TO POST-SECONDARY EDUCATION;

(B) SKILL-TRAINING PROGRAMMES BE OFFERED TO HIGH SCHOOL STUDENTS SO THAT THEY CAN GAIN SUMMER EMPLOYMENT.

(7) RETRAINING AND UPGRADING PROGRAMMES BE AVAILABLE TO NATIVE PEOPLES ON PROBATION, PAROLE, OR PRESENTLY ENROLLED IN ALCOHOL REHABILITATION PROGRAMMES, SO THAT THEY ARE ABLE TO GAIN AN EDUCATION AND EARN A DECENT LIVING.

Funding Of Programmes

(8) ADDITIONAL MONEY BE MADE AVAILABLE TO IMPROVE AND EXPAND ON SUCCESSFUL TRAINING PROGRAMMES WHICH ARE PRESENTLY SUFFERING FROM INADEQUATE FUNDS.

Life Skills Programmes

(9) (A) ACCREDITED LIFE SKILLS COURSES BE AVAILABLE IN BOTH URBAN AND RESERVE COMMUNITIES;

(B) A TRAINING PROGRAMME BE DEVELOPED TO TRAIN NATIVE LIFE SKILLS INSTRUCTORS.

(10) INSTRUCTION IN READING AND WRITING SKILLS BE MADE AVAILABLE TO NATIVE ADULTS IN THEIR HOME COMMUNITY.

Business Courses

(11) COURSES BE PROVIDED ON THE RESERVE TO DEVELOP THE BUSINESS SKILLS NECESSARY ON RESERVES, I.E. FINANCIAL MANAGEMENT, BAND ADMINISTRATION, ETC.

(12) COURSES BE AVAILABLE ON THE SETTING UP OF LOCAL INDUSTRY AND BUSINESS VENTURES.

CULTURALLY-ORIENTED PROGRAMMES AND RESOURCE CENTRES

PROBLEM STATEMENT:

If Native students are to succeed in school, their pride in their cultural heritage must be met with respect and understanding on the part of teachers and fellow students. Until more people are knowledgeable about Native culture, art, land use, political and social practices, the contributions made to Canadian society by Native peoples, this respect will not be forthcoming. Unfortunately, little has been done by the Ministry of Culture and Recreation, the Ministry of Industry and Tourism, and the Department of Indian Affairs to promote this positive image of Native peoples.

WHEREAS:

The majority of Canadians have a stereo-type image of Native peoples as portrayed through movies and discriminatory history texts.

Museums and art galleries have not fulfilled their potential as public relation agents for the Native peoples.

Public libraries have relatively little material on Native peoples, and virtually no resource material complied by Native peoples.

Governments have provided inadequate funding to Native culturally-oriented programmes and associations.

The Ministry of Industry and Tourism has failed to publicize many locations of historical, social, and cultural importance to Native peoples.

BE IT RESOLVED THAT:

Media

(1) (A) MASS-MEDIA BE UTILIZED TO IMPROVE THE NON-NATIVE'S CONCEPT OF NATIVE PEOPLES;

(B) MORE NATIVE PEOPLES BE HIRED BY NEWSPAPERS, RADIO, AND TELEVISION.

Museums and Art Galleries

(2) (A) MUSEUMS IMPROVE AND UPDATE THEIR DISPLAYS ON THE NATIVE PEOPLES THROUGH THE APPOINTMENT OF NATIVE RESOURCE PEOPLES;

(B) MUSEUMS PROVIDE NATIVE RESOURCE PEOPLE TO CONDUCT LECTURES AND LEAD SEMINARS ON THE NATIVE PEOPLES IN ONTARIO.

(3) ART GALLERIES PROVIDE INCENTIVES TO NATIVE PEOPLES TO DISPLAY THEIR ART AND STAGE SPECIAL COLLECTIONS OF NATIVE ARTWORK.

/...

Culturally-Oriented Programmes And Resource Centres

...continued

Public Libraries

(4) (A) PUBLIC LIBRARIES WORK WITH NATIVE ORGANIZATIONS TO DEVELOP SPECIAL "NATIVE STUDIES" COLLECTIONS;

(B) PUBLIC LIBRARIES DEVELOP MOBILE UNITS WHICH CAN TRAVEL TO OUTLYING COMMUNITIES PROVIDING ACCURATE NATIVE RESOURCE MATERIAL TO NATIVE AND NON-NATIVE COMMUNITIES;

(C) PUBLIC LIBRARIES HIRE A NATIVE RESOURCE PERSON TO DEVELOP LIBRARY SERVICES WHICH WILL BETTER MEET THE NEEDS OF NATIVE PEOPLES;

(D) INFORMATION ON GOVERNMENT AGENCIES AND SERVICES, NATIVE ORGANIZATIONS, ETC., BE AVAILABLE AT PUBLIC LIBRARIES AND IN MOBILE UNITS.

Funding

(5) FUNDING BE GRANTED TO THOSE CULTURALLY-ORIENTED NATIVE PROGRAMMES AND ASSOCIATIONS WHICH ARE DEDICATED TO THE DEVELOPMENT AMONG NATIVE PEOPLES OF PRIDE IN CULTURAL HERITAGE, E.G. LITTLE BEAVERS, AHBENOOJEYUG.

(6) LONG-TERM FUNDING BE PROVIDED NATIVE CULTURAL RESOURCE CENTRES, SO THAT THEY HAVE THE FACILITIES, STAFF, AND TIME, TO DEVELOP COMPREHENSIVE CULTURAL EDUCATION PROGRAMMES, E.G. THE RECORDING OF LEGENDS INTO WRITTEN FORM.

(7) NATIVE PEOPLES BE ENCOURAGED TO BECOME ACTIVELY INVOLVED IN THEATRE, MUSIC, DANCE, LITERATURE, FILM, AND OTHER FINE ARTS, THROUGH THE PROVISION OF FUNDS AND INCREASED OPPORTUNITIES FOR DEMONSTRATION, RECOGNITION, AND PERFORMANCE.

Native Cultural Colleges

(8) THE GOVERNMENT OF ONTARIO AND THE DEPARTMENT OF INDIAN AFFAIRS INVESTIGATE THE POTENTIAL OF ABANDONED ARMY BASES AND RESIDENTIAL SCHOOLS FOR USE AS NATIVE CULTURAL COLLEGES.

Tourism

(9) (A) THE MINISTRY OF INDUSTRY AND TOURISM, IN CLOSE CO-OPERATION WITH THE NATIVE PEOPLES, PREPARE POSITIVE DATA ABOUT NATIVE COMMUNITIES, NATIVE CULTURE AND ART, NATIVE RECREATIONAL FACILITIES, AND NATIVE CAMPING GROUNDS;

General Information

(B) THE MINISTRY OF INDUSTRY AND TOURISM EXPAND ON NATIVE CONTENT IN VARIOUS TOURIST PUBLICATIONS.

(10) NATIVE RESOURCE CENTRES BE SUPPLIED WITH MATERIALS ON GOVERNMENT PROGRAMMES AND SERVICES, E.G. MATERIAL ON LEGAL-AID, CHILD WELFARE ACT, ETC.

STUDENT BOARDING HOMES

PROBLEM STATEMENT:

As an alternative to the now phased-out Residential Schools, the Department of Indian Affairs has accommodated Treaty Indian high school students in private boarding homes. Unfortunately, due to the lack of adequate housing in many "education" centres, this programme has met with little success.

Metis and Non-Status Indian high school students, who in most instances come from similar outlying communities, receive no assistance from the Ministry of Education in finding suitable living accommodation.

WHEREAS:

Presently available student boarding homes are often unsatisfactory because of overcrowding, inadequate supervision, insufficient communication between Native counsellors, Native parents, and boarding home parents, and a lack of support for the student.

BE IT RESOLVED THAT:

Native Boarding Homes

(1) (A) NATIVE-STAFFED RESIDENCES OR GROUP HOMES BE BUILT IN THOSE COMMUNITIES WHERE NATIVE STUDENTS ATTEND HIGH SCHOOL;

(B) BAND-OWNED AND OPERATED STUDENT RESIDENCES BE OPENED IN COMMUNITIES WHERE NATIVE STUDENTS ATTEND HIGH SCHOOL.

(2) NATIVE PEOPLES BE ENCOURAGED TO ACT AS BOARDING HOME PARENTS FOR NATIVE STUDENTS.

Boarding Home Selection

(3) A SCREENING PROCESS BE DRAFTED BY THE DEPARTMENT OF INDIAN AFFAIRS' COUNSELLORS AND BAND EDUCATION COMMITTEES AS A GUIDELINE TO THE ACCEPTANCE OF BOARDING HOMES FOR TREATY INDIAN STUDENTS.

(4) TREATY INDIAN STUDENTS CHOOSE THEIR OWN BOARDING HOMES WITH THE ASSISTANCE OF DEPARTMENT OF INDIAN AFFAIRS' COUNSELLORS, RATHER THAN BEING ASSIGNED A HOME UPON ARRIVAL AT SCHOOL.

Counselling Support To Boarding Students

(5) CONSTANT COMMUNICATION BE MAINTAINED BETWEEN THE BOARDING HOME PARENT, DEPARTMENT OF INDIAN AFFAIRS' COUNSELLORS, STUDENTS, AND THE NATIVE PARENTS.

(6) THE MINISTRY OF EDUCATION HIRE NATIVE COUNSELLORS TO PERFORM SIMILAR DUTIES FOR METIS AND NON-STATUS INDIAN HIGH SCHOOL STUDENTS, I.E. ASSISTANCE IN LOCATING BOARDING HOMES, COMMUNICATION WITH PARENTS.

(7) BOARDING HOME PARENTS BE SENSITIZED TO THE NEEDS OF THE NATIVE STUDENTS AND OFFER THEM EVERY SUPPORT IN THEIR EFFORTS TO GAIN AN EDUCATION.

/...

Student Boarding Homes

...continued

(8) THE PILOT PROJECT FOR NON-RESIDENTIAL TERRITORIAL STUDENTS BECOME A PERMANENT PROGRAMME, BE EXTENDED GEOGRAPHICALLY, AND APPLY TO ALL NATIVE STUDENTS AT ALL LEVELS OF EDUCATION.

Boarding Rates

(9) THE PAYMENT OF BOARDING RATES REFLECT REGIONAL DIFFERENCES IN THE COST OF LIVING.

BUSING

PROBLEM STATEMENT: During the last few years, the Ministry of Education and the Department of Indian Affairs have closed many of the community schools, making it necessary to bus Native students to larger centres. This action has resulted in hardships that have contributed to the high drop-out rate among Native students and has denied them an opportunity to participate in extra-curricular activities.

WHEREAS:

The school day is increased from a regular six hours to ten hours, due to travel time;

commuting students are unable to participate in extra-curricular activities or receive additional tutoring because of tight bus schedules;

students are often too tired to do homework;

students travelling long distances on school buses are spending up to four hours a day on inadequately heated buses;

school buses are often in need of repair, due to the age of the bus and condition of the roads;

part-time bus drivers are unreliable, as many have other responsibilities which conflict with school schedules;

bus drivers are unable to maintain discipline during long rides.

BE IT RESOLVED THAT:

(1) WHEREVER POSSIBLE, STUDENTS (ESPECIALLY YOUNG CHILDREN) ATTEND SCHOOL ON THEIR OWN RESERVE OR IN NEARBY TOWNS.

(2) IF BUSING PROVES NECESSARY, STUDENTS BE COLLECTED AT THEIR OWN HOME AND RETURNED TO THEIR OWN HOME, RATHER THAN TO A CENTRAL PICK-UP POINT.

(3) VANS BE PROVIDED BANDS AND METIS AND NON-STATUS INDIAN COMMUNITIES, SO THAT THEY CAN RUN ADDITIONAL TRIPS FOR STUDENTS PARTICIPATING IN EXTRA-CURRICULAR ACTIVITIES OR RECEIVING ADDITIONAL TUTORING.

(4) ROADS BE IMPROVED OR BUILT SO THAT DRIVING TIME IS CONSIDERABLY SHORTENED.

(5) ADEQUATE HEATERS BE INSTALLED IN ALL SCHOOL BUSES.

(6) A SEPARATE BUDGET BE ALLOTTED TO BANDS FOR THE MAINTENANCE, UPKEEP, AND REPLACEMENT WHERE NECESSARY OF SCHOOL BUSES AND FOR THE HIRING OF A FULL-TIME BUS DRIVER AND BUS SUPERVISOR.

RECREATION AND PHYSICAL EDUCATION

PROBLEM STATEMENT:

The Ministry of Education and the Department of Indian Affairs, having taken steps to improve the curriculum offered in those schools serving Native peoples, have nevertheless failed to make similar adaptations and improvements in the provision of physical education programmes. Similarly, the Ministry of Colleges and Universities and the Ministry of Culture and Recreation, while encouraging Native peoples to enroll in recreation leadership training programmes, have not located these programmes in areas which are accessible to Native peoples.

WHEREAS:

Recreation facilities on Reserves are so inadequate as to necessitate the use of regular classrooms for physical education programmes.

Commuting students are unable to participate in extra-curricular activities, due to tight bus schedules.

Training programmes for recreation leaders are inaccessible to Native communities.

Metis and Non-Status Indian Students receive no assistance with the purchase of required gym equipment.

Recreation programmes do not reflect the cultural background of the Native students.

BE IT RESOLVED THAT:

Provision of Staff, Facilities And Programmes

(1) (A) STAFF AND FINANCIAL RESOURCES BE PROVIDED FOR THE BUILDING OF SPORTS FACILITIES AND PLAYGROUND EQUIPMENT, AND FOR THE DEVELOPMENT OF RECREATION PROGRAMMES ON RESERVES AND IN METIS AND NON-STATUS INDIAN COMMUNITIES;

(B) EACH RESERVE HAVE A RECREATION DIRECTOR.

(2) COMPLETE GYMNASIUM AND AUDITORIUM FACILITIES BE INCLUDED IN ANY NEW SCHOOLS BUILT TO SERVE NATIVE STUDENTS.

Transportation To Extra-Curricular Activities

(3) VANS BE PROVIDED TO BANDS AND METIS AND NON-STATUS INDIAN ASSOCIATION LOCALS TO ENABLE THEM TO TRANSPORT STUDENTS TO EXTRA-CURRICULAR ACTIVITIES.

Training Programmes

(4) RECREATION DIRECTOR AND LEADERSHIP TRAINING PROGRAMMES BE LOCATED IN AREAS ACCESSIBLE TO NATIVE PEOPLES.

(5) PHASED-OUT STUDENT RESIDENCES AND ARMY BASES IN NORTHERN ONTARIO BE UTILIZED AS ATHLETIC COLLEGES FOR NATIVE STUDENTS, E.G.:

CECELIA JEFFREY - KENORA
COUCHICHING RESIDENCE - FORT FRANCES
CANADIAN FORCES BASE - MOOSONEE

Recreation and Physical Education

Gym Equipment

(6) (A) THE MINISTRY OF EDUCATION OR THE MINISTRY OF CULTURE AND RECREATION SUPPLY ALL GYM EQUIPMENT FOR METIS AND NON-STATUS INDIAN STUDENTS;

(B) THE DEPARTMENT OF INDIAN AFFAIRS SUPPLY ALL GYM EQUIPMENT FOR TREATY INDIAN STUDENTS;

(C) EQUIPMENT AND TRAVEL EXPENSES BE PROVIDED FOR STUDENTS PARTICIPATING IN COMPETITION SPORTS.

Recreation Programmes

(7) RECREATION PROGRAMMES INCLUDE LACROSSE, TRACK AND FIELD, HOCKEY, AND ANY OTHER ACTIVITIES THAT STRESS PHYSICAL FITNESS AND HAVE A CULTURAL BACKGROUND.

(8) (A) STUDENTS DETERMINE PRIORITIES IN THE SPENDING OF RECREATIONAL FUNDS ALLOCATED FOR NATIVE HIGH SCHOOL STUDENTS;

(B) NATIVE STUDENTS DESIGN THEIR OWN RECREATION PROGRAMMES.

PROVISION OF SUPPORT SERVICES TO NATIVE PEOPLES

THERE ARE A NUMBER OF SERVICES WHICH, WHILE NOT DIRECTLY RELATED TO EDUCATION, ARE NEVERTHELESS ESSENTIAL TO THE OVER-ALL WELL-BEING OF THE NATIVE PEOPLES. AS SUCH, THE PROVISION OF THESE SERVICES HAS A DIRECT BEARING ON THE LEARNING CAPABILITIES OF NATIVE STUDENTS AND INFLUENCES THEIR CHANCES OF REACHING THEIR EDUCATIONAL GOALS.

A. DAY-CARE

PROBLEM STATEMENT: While the Ministry of Community and Social Services and the Department of Indian Affairs have encouraged Native people to train in eary childhood education, and have funded several day-care centres in Native communities, day-care facilities in Northern Ontario are inadequate to meet the needs of many Native parents who wish to return to school or enter the workforce.

WHEREAS: Native parents wishing to upgrade their education, acquire new skills, or seek employment, are unable to do so because of a lack of day-care facilities.

Present Ministry of Community and Social Services qualifications for day-care staff exclude the hiring of many Native peoples.

Available day-care centres are white-oriented in their programming.

Insufficient funding for new day-care centres is available.

BE IT RESOLVED THAT:

(1) FUNDING BE PROVIDED FOR THE BUILDING AND ADMINISTRATION OF DAY-CARE CENTRES IN NORTHERN COMMUNITIES AND ON RESERVES.

(2) TRAINING PROGRAMMES IN EARLY CHILDHOOD EDUCATION BE MADE ACCESSIBLE TO NATIVE COMMUNITIES.

(3) NATIVE PEOPLE BE GIVEN PREFERENCE FOR ANY JOBS IN DAY-CARE CENTRES SERVING NATIVE CHILDREN.

(4) DAY-CARE CENTRES SERVING NATIVE CHILDREN BE NATIVE ORIENTED, E.G. STAFF TO SPEAK THE NATIVE TONGUE OF THE AREA.

Provision of Support Services to Native Peoples

B. HEALTH SERVICES

PROBLEM STATEMENT: Few incentives have been provided Native people to encourage them to train as nurses, nursing assistants, or doctors. As a result, those few health services available to Native peoples are staffed by English-speaking non-Indians, with no knowledge of the Native language of the area. Because medical facilities are inaccessible to Native communities in northern Ontario, many Native people receive no on-going health care.

WHEREAS:

Medical facilities are often inaccessible to Native communities, causing needless delays in receiving proper emergency medical treatment.

Some native students have had no medical attendion prior to school enrollment.

Public Health Services are inadequate for the geographic area involved, and are staffed by non-Natives with no knowledge of the Native language of their patients.

There is no provision for assessment and on-going follow-up within the Native communities.

BE IT RESOLVED THAT:

Training Programmes

(1) (A) SPECIAL TRAINING PROGRAMMES IN THE HEALTH SERVICES BE ESTABLISHED FOR NATIVE PEOPLES, E.G. NURSING, MEDICINE, ETC.;

(B) GRADUATES BE GIVEN PREFERENCE FOR ANY JOBS AVAILABLE IN NATIVE COMMUNITIES.

(2) NATIVE PEOPLES BE ATTACHED TO TREATMENT CENTRES FOR TRAINING AS TEACHER-THERAPISTS. (E.G. SARNIA-LAMBTON CENTRE FOR CHILDREN AND YOUTH.)

(3) COURSES IN FIRST-AID, FAMILY PLANNING, PRE-NATAL AND POST-NATAL CARE, PERSONAL HYGIENE, AND PROPER NUTRITION BE CONDUCTED ON RESERVES AND IN METIS AND NON-STATUS INDIAN COMMUNITIES.

Provision Of Health Services

(4) (A) COMPULSORY COMPLETE PHYSICAL CHECK-UP BE CONDUCTED ON ALL NATIVE STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR;

(B) MEDICAL FACILITIES BE MADE AVAILABLE FOR ANY FURTHER PHYSICAL OR MENTAL ASSESSMENT OF STUDENTS DEEMED NECESSARY.

/...

Provision of Support Services to Native Peoples

B. Health Services ...continued

(5) ANY REPORTS ON STUDENTS FROM PUBLIC HEALTH NURSES OR SCHOOL NURSES BE FORWARDED TO PARENTS AND BAND SCHOOL COMMITTEES.

(6) NATIVE HEALTH AND HYGIENE WORKERS ARE TO BE AVAILABLE IN SCHOOLS TO ADVISE ON PERSONAL HYGIENE AND PROPER NUTRITION.

(7) A TEAM OF NATIVE PEOPLES, TRAINED IN VARIOUS FIELDS, (I.E. PSYCHOLOGY, SPEECH THERAPY, CHILD-CARE, EARLY CHILDHOOD EDUCATION, SOCIAL WORK, PSYCHIATRY, AND MEDICINE), TRAVEL TO VARIOUS SCHOOLS SERVING NATIVE STUDENTS TO PROVIDE ASSESSMENT AND FOLLOW-UP.

(8) THE PUBLIC HEALTH SERVICE BE EXPANDED TO SERVE NATIVE COMMUNITIES.

(9) (A) THAT AN ASSESSMENT AND TREATMENT CENTRE FOR NATIVE CHILDREN BE ESTABLISHED ON A RESERVE;

(B) THAT NATIVE PEOPLE STAFF THE PROPOSED CENTRE;

(C) THAT THE PROPOSED CENTRE PROVIDE ASSESSMENT DAY-CARE AND RESIDENTIAL TREATMENT FOR NATIVE CHILDREN REQUIRING THESE SERVICES.

C. DRUG AND ALCOHOL ABUSE PROGRAMMES

PROBLEM STATEMENT: While the Department of National Health and Welfare and the Ministry of Health are responsible for the provision of information and education on drug and alcohol abuse and the designing of available drug and alcohol rehabilitation programmes, they have, until recently, failed to take into account the specific needs of Native peoples. For this reason, the majority of their efforts have met with little acceptance, let alone success.

WHEREAS: Insufficient information on drug and alcohol abuse is available to Native communities.

With a few notable exceptions, presently available rehabilitation programmes are staffed by non-Indians, geared to the white community and directed by white values, together with being short-term, crisis-oriented, inadequately funded, and offering little or no follow-up to the alcoholic once he has undergone rehabilitation.

There are no retraining and upgrading programmes designed for the Native person enrolled in alcohol rehabilitation programmes.

Provision of Support Services to Native Peoples

C. Drug and Alcohol Abuse Programmes

BE IT RESOLVED THAT:

Training Programmes

(1) RETRAINING AND UPGRADING PROGRAMMES BE AVAILABLE TO NATIVE PEOPLES ENROLLED IN ALCOHOL REHABILITATION PROGRAMMES, SO THAT THEY ARE ABLE TO GAIN AN EDUCATION AND EARN A DECENT LIVING.

(2) NATIVE PEOPLES BE TRAINED IN DRUG AND ALCOHOL ABUSE TREATMENT PROGRAMMES.

Information Availability

(3) (A) NATIVE PEOPLES BE HIRED TO PREPARE BROCHURES FOR USE IN SCHOOL ON THE SOCIAL AND ECONOMIC PROBLEMS RELATED TO DRUG AND ALCOHOL ABUSE;

(B) THESE BROCHURES BE TRANSLATED INTO CREE AND OJIBWAY FOR DISPERSAL TO RESERVES AND METIS AND NON-STATUS INDIAN COMMUNITIES.

Rehabilitation Programmes

(4) TREATMENT PROGRAMMES FOR THE NATIVE ALCOHOLIC BE SENSITIVE TO HIS LIFESTYLE AND CULTURE, AND BE DIRECTED AND STAFFED BY SPECIALLY-TRAINED NATIVE COUNSELLORS.

(5) ADEQUATE RESOURCES AND FACILITIES BE PROVIDED NATIVE PEOPLES TO ENABLE THEM TO INITIATE THE REHABILITATION PROCESS NECESSARY FOR MORE THAN BAND-AID TREATMENT OF NATIVE ALCOHOLICS.

(6) ANY DE-TOX CENTRES SERVING NATIVE PEOPLES BE ASSOCIATED WITH THE LOCAL INDIAN FRIENDSHIP CENTRE.

(7) STEPS BE TAKEN TO CHANGE THE STEREO-TYPE IMAGE OF THE "DRUNKEN INDIAN" AND RE-ESTABLISH A SENSE OF SELF-ESTEEM AND PRIDE OF HERITAGE AND CULTURE IN THE NATIVE ALCOHOLIC.

D. COURTWORKER AND CORRECTIONAL SERVICES

PROBLEM STATEMENT:

While the Ministry of Correctional Services, the Department of Indian Affairs, Ministry of Attorney General, and the Department of the Solicitor General have recently established training programmes for Native Courtworkers and Correctional staff, many Indian people are still appearing in court with inadequate representation. Those that are sentenced to correctional institutions are not encouraged to enroll in upgrading or retraining programmes, and Native children sent to training schools not only have their education interrupted, but find upon return, that they can no longer relate to their family and community.

/...

Provision of Support Services to Native Peoples

D. Courtworker and Correctional Services ...continued

WHEREAS:

Native peoples appearing before the courts are often confused about the nature of the charge and the procedure involved in hearing that charge. Many are unable to speak the English language.

Native children sent to training school are separated from their family and school for up to a year at a time. When they return home, the situation is the same, but the child can no longer relate to his family, community, or school.

There is a high rate of recidivism among Native in-mates, for job opportunities are scarce in northern communities, especially for unskilled people with criminal records.

BE IT RESOLVED THAT:

Courtworker Training Programmes

(1) QUALITY, RECOGNIZED PROGRAMMES BE ESTABLISHED TO TRAIN NATIVE COURTWORKERS, PROBATION OFFICERS, PARA-LEGAL WORKERS, CHILD-CARE WORKERS, LAWYERS, AND AFTER-CARE WORKERS, AND THAT THE GRADUATES OF THESE PROGRAMMES BE GIVEN PREFERENCE FOR ANY POSITIONS IN NATIVE COMMUNITIES.

Group Homes

(2) NATIVE CHILDREN FROM RESERVES NOT BE SENT TO TRAINING SCHOOLS, BUT BE PLACED IN NATIVE-STAFFED GROUP HOMES ON THE RESERVE, SO THAT THEIR EDUCATION IS NOT INTERRUPTED.

Upgrading and Retraining Programmes

(3) IN-MATES BE ENCOURAGED TO CONTINUE THEIR EDUCATION THROUGH THE PROVISION OF DIPLOMA AND DEGREE-GRANTING UPGRADING AND RETRAINING PROGRAMMES DURING INCARCERATION AND THROUGHOUT THEIR PAROLE.

ADDITIONAL RECOMMENDATIONS

NATIVE EDUCATION CANNOT BE STUDIED IN ISOLATION FROM OTHER FACTORS AFFECTING THE LIVES OF NATIVE PEOPLES. IMPROVEMENTS MUST OCCUR IN THE GENERAL WELL-BEING OF NATIVE PEOPLES BEFORE IMPROVEMENTS CAN BE REALIZED IN THE FIELD OF EDUCATION.

WE THEREFORE SUBMIT THE FOLLOWING RECOMMENDATIONS WHICH WERE DEEMED TO HAVE A BEARING ON THE EDUCATION OF NATIVE PEOPLES:

HOUSING

1. That the Central Mortgage and Housing Corporation and the Ontario Housing Corporation relax their criteria for assistance, so that Metis and Non-Status Indian peoples are able to purchase land and housing and provide their children with a home environment suitable for study.

2. That residences for the elderly be built in Native communities.

CRAFTS

3. That incentives be given to the makers of Native crafts, so that the present quality of goods can be maintained.

EMPLOYMENT

4. That the Department of Indian Affairs assist Bands in providing employment opportunities on the Reserve, so that the aspiration level of Native students is raised, and they do not have to leave the reserve to find employment upon graduation from school.

JUSTICE AND POLICING

5. That the Ontario Provincial Police patrol the Reserves more frequently.

6. That there be an Indian Justice of the Peace to preside over those court hearings involving Native peoples.

MOTHER'S COMPENSATION

7 (a) That since the mother allows her children to go to school and sees to their welfare at the same time, it is only right that the school recognizes the position of the mother and respects and compensates her.

/...

Additional Recommendations

Mother's Compensation...continued

7 (b) That this compensation be enough to ease her work-load by hiring hands to help her.

FUNDING FOR OFF-RESERVE TREATY INDIANS

8 (a) That there be an office and personnel in Cochrane to assist off-Reserve Treaty Indians with their problems;

(b) that there be money in this office to assist Native peoples that have problems paying rent, buying enough food, etc.

(c) that Welfare provide assistance to families while they are waiting for their first pay cheque, as many companies hold back the first two weeks' pay, so that it is usually a month before the first pay cheque is received.

(d) that Treaty Indians residing off the reserve receive assistance from the Department of Indian Affairs;

(e) that off-Reserve Treaty Indians receive a grant from the Department of Indian Affairs to compensate for their having to pay taxes, OHIP, mortgages, etc.;

(f) that the government provide a grant to set up a work-shop in Cochrane where off-Reserve Treaty Indians could establish a sewing centre, carving centre, etc.

TREATIES

9. That the government uphold those promises made to the Indian people through Treaties.

LIQUOR ON RESERVES

10. That Chiefs of Reserves not allow liquor on the Reserve.

TRAPPING AND FISHING

11(a) That there be increased co-operation between the processing plant and the fishermen of the Reserve communities, to ensure that the fishermen are not penalized for any loss of quality in fish arriving at the plant;

(b) that immediate action be taken by trapping agencies and Grand Council Treaty #9 to ensure that momentum be initiated to help the fishermen and trappers of the Treaty #9 area.

Additional Recommendations

Trapping and Fishing

11(c) that the government provide trapping equipment to Treaty #9 trappers, to enable them to pursue their trade.

CLARIFICATION OF BAND COUNCILS' POWER AND AUTHORITY ON RESERVE LAND

12. That there be clarification of the fact that:

(a) the Chief and Council of the Sandy Lake Reserve have full power and authority on this reserve;

(b) all people (Native and non-Native), wherever they are employed, are answerable to the Chief and Council at any given time;

(b) all buildings, whether they are provincial or federal, and private companies, are subject to regulations by the Chief and Council.

BAND COUNCIL RESOLUTIONS

13(a) That all Band Council Resolutions be documented into book form and sent to the Reserve for study and information;

(b) that Band Council Resolution books be brought up to date annually.

TERMS OF REFERENCE

14. That Band Councils, in co-operation with Grand Council Treaty #9, draw up terms of reference for all employees of federal and provincial governments, Indian organizations, committees, store employees, etc.

FORT ALBANY BAND

15. That the Chief and Council be consulted and involved in any plans to spend money on the Fort Albany community, e.g. on community development projects.

16(a) That the Fort Albany Band be given additional land to enable our people to relocate to an area where services are not only available, but accessible. (During spring break-up, our community is isolated for up to one month. The Indian settlement is on one portion; the school, hospital, sawmill, and airstrip on another; the Hudson's Bay Company and some families on another.)

/...

Additional Recommendations

Fort Albany Band...continued

16(b) That this not be resolved by taking over any segments of the Kashechewan Indian Reserve.

PUBLIC ADMINISTRATION

17. That Native peoples be encouraged to train in public administration.

INTELLIGENCE TESTING

18. That General Intelligence Tests not be used for Native people, unless they are adapted to Native culture and upbringing.

NEWSPAPERS

19. That newspapers be developed on each of the Reserves, and a mass newspaper be developed for the London district, so that the Native people of the area can have closer communication.

UNEMPLOYMENT BENEFITS

20. That the criteria for the granting of unemployment benefits not be as strict as at present.

WORKING MOTHERS

21. That the government provide working mothers with transportation allowance, dental care and medical care, so that women presently on Welfare will be encouraged to enter the work force.